**CURRICULUM COUNCIL**

March 5, 2013

Agenda



* Welcome – Committee Work
  + Communication | Contribution | Collaboration
  + Relationships | Feedback |Student Engagement
* Continuing Our Focus
  + Continued support of writing workshop K - 8
  + Continued support of SAS & curriculum development
  + Integration of literacy strategies across content areas – *More R.A. strategies, more writing…*
  + Keystone Exams – *Algebra I, Biology, Literature*
* 1:1– March 11, 2013 Invitation Your ideas and thoughts are needed.
* Assessments – What do we notice? Where do we go from here? We worked as groups to review the assessments and focused on two areas [below]. Within those areas comments were made and recorded.
  + Looking great…
    - Restructuring of tests
    - Higher level questions
    - Key vocabulary usage
    - Elements of writing are incorporated
    - Compare/contrast
    - Use of illustrations
    - Categorization
    - Students are asked to explain how and why and provide examples
    - Students need to know key vocabulary in order to complete tasks
  + To Work On…
    - Less multiple choice
    - Can we think about using fewer questions with a deeper level of understanding rather than so many questions that assess the same skill?
    - Make matching more applicable
    - Use a better balance of recall/basic questions and higher-level questions that ask students to explain and justify
    - Add higher level tasks to recall activities (identify *and* analyze)
  + Other noteworthy items…
    - Teachers that submitted an original assessment along with a revised assessment provided great examples of revisions
    - Some teachers used the same test, but added an essay question
    - Multiple-choice questions look better and include higher level questioning similar to what is being asked on the Keystone exams.
  + What do we need moving forward…
    - More time for collaboration to continue design tasks, develop questions, and continue revisions
    - Professional development that includes work with Webb’s Depth of Knowledge (DOK) and Bloom’s Taxonomy
* *Pathways to the Common Core* book Discussion
  + Listening and speaking standards
    - What does this look like in our classrooms with students?
      * Students are having conversations with one another.
      * Work with the basics [i.e. eye contact, face-to-face, etc…] These skills are emphasized in writing workshop.
      * Teacher is facilitator.
      * Active listening activities are taking place that include presentations where students provide feedback to their peers. Students ask each other questions. Students are actively taking notes with the intent of providing feedback or asking for clarification.
      * Highest levels of thinking include activities that ask students to evaluation an argument such as trial/debate.
      * Students are asked to justify.
      * Technology is key. Media is infused daily.
  + Language standards
    - Differentiated instruction is challenging.
    - CCSS will help teach certain skills at each level.
    - We must focus on these standards across all grade levels and content areas just like reading and writing.
* TO-DO: Come to the next meeting prepared to answer the following questions:
  + What are some big ideas we can take away from this book?
  + How can what we read about impact what we do next as a decision-making team?
* Survey Results – What do you think this means? TO-DO: Please review the results of the survey located on the wiki under the February documents.
* Departmental Status – TO-DO: Next meeting – Come prepared to discuss your department’s status in these areas. This will feed into our discussion about professional development needs for next year.
  + SAS Template
  + Keystone Vocabulary
  + Assessments
  + Literacy Strategies
* Dropbox – [www.dropbox.com](http://www.dropbox.com) - Next meeting (Be sure to bring your laptop and iPad)
* On the immediate horizon…
  + PSSAs
  + Differentiated Supervision Model
* Next meeting – Tuesday, April 2 2013
  + TO-DO: Come prepared to talk about your department goals next year since we will be starting to discuss our needs for professional development.